



Arlene Boileau
4-H & Youth

Bob Pawelek
Livestock

Clint Jacks
Staff Chair, Madras

Deanie Johnson
Secretary

Bernadette Handley
Home Economics

Zack delNero
Natural Resources

4-H Assistant

(503) 553-3238

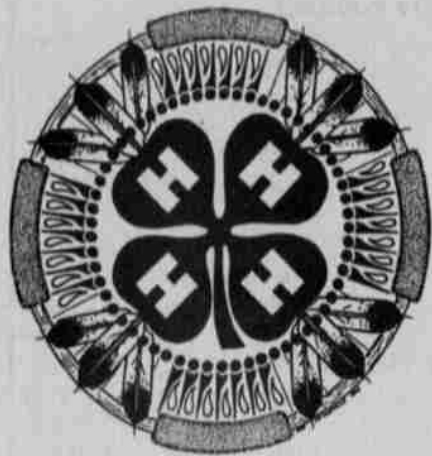
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The Oregon State University Extension Service staff is devoted to extending research-based information from OSU to the people of Warm Springs in agriculture, home economics, 4-H youth, forestry, community development, energy and extension sea grant program with OSU, United States Department of Agriculture, Jefferson County and the Confederated Tribes of Warm Springs cooperating. The Extension Service offers its programs and materials equally to all people.



Clover speaks

Welcome to the World of 4-H
What is 4-H?
by Arlene Boileau



Who works in the 4-H World here in Warm Springs?

In Oregon, 4-H is a part of the Oregon State University Extension Service. Each county has an Extension Office

which administers the 4-H program. 4-H is an experiential Youth Education Program for boys and girls in kindergarten through 12th grade. For youth in grades K-4th grade. The program is designed to meet the developmental characteristics of young children. It emphasizes cooperative learning and excludes competitive events. Youth in grades 4-12 usually belong to 4-H clubs or groups and select project or activities from the large number available to them and may choose to enter fairs or other competition.

At Warm Springs Arlene Boileau and Minnie Red Dog (The new 4-H Program Assistant)

The 4-H Program and what is it that we actual do?

We search for 4-H Leaders to lead 4-H Clubs in the following areas: beadwork, sewing, cooking, livestock

Radio, computer, Indian dancing whatever your skills is, your 4-H Club can be as long as three months or six weeks, there is no time limit on your 4-H Club.

How does the 4-H program work? It's often said "It is better to build a child then to mend an adult."

This is the main objective of the 4-H program. In 4-H, volunteer leaders encourage youth to gain knowledge and learn practive life skills, and to apply both in their project area. Members learn to work together as a team and develop a sense of fair play 4-H members learn decision-making skills thought project work, judging contest and other 4-H activities.

As 4-H members mature, they have an opportunity to learn and practice leadership skills within their own club, at county activities, and during state events. They also begin to develop an appreciation and understanding of their community through individual or club service project's members improve their communication skills through working together and interaction in the club, Presentation, and 4-H

recordkeeping. They also develop positive attitudes about themselves and others, learn basic Health and safety practices have educational and vocational experiences, and learn how to set and achieve realistic goals for themselves through individual time management. All of this doesn't happen at once, but develops gradually as members continue their involvement in 4-H with the guidance of their 4-H leader National 4-H Week October 3-10 4-H Culture Camp Lost & Found

There are some camp items we have from 4-H Camp. Please come on in and see if some of it is yours

We will keep the lost items until October 1st then it's off to the thrift Store in Madras.



For more information, contact your County Extension Office.

Natural Resource notables

by Zach del Nero

How to get on the list: Listing and delisting exotic plants as noxious

Roger Sheley and Jane Krueger recently published an article (Rangelands, August 1999) on the listing and delisting of exotic plants as noxious. Exotic, invasive weeds, such as spotted knapweed, pose a serious ecological and environmental threat to the natural resources of the western United States. These weeds displace native plant communities (including endangered species and culturally significant plants like roots and medicines), alter the functioning of the ecosystem, reduce forage for livestock and wildlife, and lower diversity within the system. In some cases, noxious weeds increase soil surface runoff and sedimentation into streams. As a response, many states have enacted laws to protect their naturla resources from invasion by exotic weeds. The Montana County Noxious Weed Law was established in 1948 (and amended in 1991) to protect Montana from destructive weeds. Noxious weeds are defined by this act as being any exotic plant species which may render land unfit for agriculture, forestry, livestock, wildlife, or other beneficial uses, or that may harm native plant communities.

The Process

In Montana, there are 3 primary methods for initiating the listing or delisting of exotic plants as noxious. (1)The Montana Department of Agriculture (MDA) can start the process based their own internal information; (2) any individual, group, or association can petition the MDA; and (3) an organized committee with the responsibility to identify potential noxious plants can initiate the process. Emergency declarations can also be made when a new infestation is serious and in nearby states. For example, the discovery of squarrose knapweed in neighboring states

would justify and emergency listing



in Montana. Once the MDA receives a petition for listing/delisting, two committees are activated, the first is made up of reps from weed districts, agricultural groups, state and federal agencies, university specialists, environmental groups, and other interested parties. The second committee is comprised of weed specialists - their job is to evaluate and assess a weed's potential for damage and control, base upon predetermined criteria. Once all the info has been gathered, recommendations are made to the MDA.

The Criteria

Listing or delisting an exotic plant as noxious is based upon three criteria: (1) the relative ranking based on how suitable the area is for that weed (susceptibility to invasion); (2) a summary of the biological characteristics of the plant; and (3) how the ruling will impact various other state agencies (nursery sales, agricultural seed certification, etc.).

As weeds continue to invade western rangeland, it is critical that determine those weeds that pose a serious threat to the ecology and the economy. These processes must include assesment of the invasiveness and impacts of exotic plants based on biology and experience. Sociological impacts must be considered as well.

Home Alone and Prepared

by Bernadette Handley

Home Alone and Prepared (HAP), a self-learning program, prepares children to be safe and confident. A 40 minute video and 32 page workbook provides parents with the information to teach, reinforce, and extend their child's self-care skills. As parents and children work together to complete this program, children learn

decision-making and problem-solving skills to better care for themselves when home alone. Topics include readi-

ness, fire safety, handling emergencies, first aid, phone and door answering skills, and more.

Program participants say:

"Great, excellent, kept kid's interest."

"A great starter for discussing issues with my child."

"My daughter was so interested we did the whole thing in one sitting."

"My daughter talked about her fears as we worked through the program. I didn't know about them prior to doing HAP."

Does Gambling Affect Everyone? You Bet!

Gambling was a topic identified for study by the Oregon Association for Family and Community Education (Oregon FCE). A lesson, Does Gambling Affect Everyone? You Bet! was developed by a committee compromised of the Oregon State University Family Economics Specialist, the Lincoln County Extension Home Economist, and an Oregon FCE member from Lincoln County.

The objectives of the lesson were to

cause participants to think about the effects of gambling on individuals, families, and communities, and to cause participants to examine their beliefs about when gambling is and is not appropriate.

The lesson is based on a Gambling Facts Quiz, 15 questions and answers, to provoke discussion. Participants receive the Oregon State Lottery publication, Gambling, Becoming a Nightmare? and materials from Gamblers Anonymous.

The lesson was taught to approximately 2,500 Oregon FCE members in 1996 and 1997. Based on evaluations from 863 participants in 16 Oregon counties, most (92%) said the lesson did cause them to think about the effects of gambling. Slightly over half (54%) said that prior to the lesson they were not aware of the Oregon hotline for problem gamblers. Ninety percent said they would refer a friend or family member with a gambling problem to the hotline. Seventy-four percent were planning to share the lesson materials with family and/or friends.

For more information:

Alice Mills Morrow
College of Home Economics and Education
Oregon State University

Be a beef ambassador

by Bob Pawelek

The National Beef Ambassador Program Competition will be held at the Airport Hilton in Wichita, Kan., Nov. 4-6, 1999. State representatives, ages 15 to 19, come from across the nation to participate in the competition and learn to be better spokespersons for the beef in-

dustry. They will also attend a workshop that helps them handle the media and consumers when talking about the beef industry. ANCW would like to invite anyone interested in the program to come to Wichita. Contact Shelle Taylor (ANCW), staylor@beef.org or 303/850-3442.

HOME SWEET HOME

By Bernadette Handley, OSU Extension Home Ec Agent



Preventing and Resolving Problems With Investment Professionals

The Oregon State University Extension Service, Oregon Investor Information Program, and the Oregon Association of Family and Community Education (OrFCE), working together brought a program, Preventing and Resolving Problems With Investment Professionals to 2,600 Oregonians in 17 Oregon counties in 1996 and 1997. The lesson, prepared by the OSU Extension Service, based on a videotape prepared by

The Investor Protection Trust, had as its goals to help participants in FCE study groups recognize investment fraud and abuse, to know ways to prevent disputes with investment professionals, and to know ways to resolve disputes with investment professionals.

Based on evaluations from 843 participants, 82% felt their knowledge about the subject increased, 70% will use the information in the future, 63% will share the information with others, primarily husbands and children, 51% will keep notes of conversations with brokers, and 51% will review broker statements more carefully.

About one-half of the evaluators

provided written comments. Their comments focused on the overall reactions to the lesson, reactions to the videotape and materials provided by the Oregon Investor Information Program, and personal reactions.

The overall reactions to the lesson were described using the terms excellent, informative, invaluable, and easy to understand. Twelve people indicated that since they had no money to invest or already had their investment plans in place, that the lesson would be more suitable for younger people. However, there was evidence that investment "opportunities" are available at any age. One woman wrote, I am 82 years old and my husband passed away a few months ago and I've got several phone calls from brokers wanting me to invest in this or that. I just hang up.

The reactions to the videotape and the materials from the Oregon Investor Information Program were very positive. Three individuals expressed negative reactions to the videotape.

Thirty-two individuals wrote comments indicating what they were going to do with the information. One woman found an immediate use for the information as she is in the

process of gathering information to see if there is cause for redress in her situation. One woman said she and her husband were just contacting a broker and that the information will be helpful to her. Another person indicated she had money coming in from the sale of property, and the information will be very helpful. Five individuals said they were going to keep more careful records of conversations with brokers.

Master Food Preservers

Do you need an answer your food preservation questions? Call the Certified Master Food Preservers and Extension educators in Lane County on the OSU Extension Service Food Preservation Hotline. The hotline will be available from

July 15 - October 15. Phone calls may be directed to 1-800-354-7319 between the hours of 9 AM - 4 PM Monday-Friday (except holidays).

STOCKMAN'S ROUNDUP: Consider early weaning



by Bob Pawelek
OSU Livestock Agent

Time of weaning can be altered to manipulate cow body condition to maintain high reproductive rates and reduce winter feed requirements. Cows nursing their calves for a longer or shorter period of time than is traditional decrease or increase their body condition.

Often when a cow is declining in body condition the calf is not growing at optimum.

Changing either the calving date

and (or) the weaning date will have an influence on cow condition. Age of the calf at weaning is affected by both the date of birth and the date of weaning. Any change in time of weaning must balance the potential positive impacts on the cows with potential negative impacts on the calves or calf market weights.

Cow Body Condition

The condition of beef cows at calving is associated with length of postpartum interval (time following calving). It also affects lactation performance, health and vigor of the newborn calf, and in extremely fat or thin heifers the incidence of calving difficulty. The condition of cows at breeding influences the number of services per conception, calving interval, and the percentage of open cows (Herd and Sprott, 1987).

For spring calving cows body condition in the fall affects the amount and type of winter feed supplements that will be needed (Momont et al., 1994). Cows in adequate body condition usually need only small quantities of supplements, while thin cows usually need large quantities

of supplements high in energy. Researchers in Minnesota (Thompson et al., 1983) reported a 6-10% higher energy requirement for maintaining thin cows (versus moderate to high body condition) through the winter in a cold environment. A cost savings may also result from having cows enter the winter in good body condition.

Matching Dates To Forage Base

Timing the start of calving in anticipation of the plant growth cycle can reduce the need for high levels of supplement or hay. The cow's nutrient requirements increase substantially after calving and continue to increase through peak lactation, generally 45 to 60 days post calving. At the same time reproductive functions must be supported in order to remain on an annual calving schedule.

As range or pasture plants mature, nutritive quality declines to the point that optimum production cannot be maintained. While an individual plant's maturation date will vary with the year, temperature, rainfall, soil, elevation, aspect, etc.,

it is well established that with maturation comes a decline in both digestibility and protein content. Regardless of the date, this decline in quality begins at the boot stage for grass plants and at the bud stage for broad leafed forbs. Research at the Northern Great Basin Experiment Station near Burns, Oregon indicates northern Great Basin desert ranges typically reach maturity in mid July. More arid sites will be earlier and high elevation forest ranges will be later. After these dates it is difficult for a lactating cow to consume sufficient nutrients to maintain her calf, herself, and her own body condition.